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ABSTRACT

The report describes a workshop for adult basic education teachers in Ohio which utilized the teacher training television series, "Basic Education: Teaching the Adult." Responses from teachers identified the two clusters of content presented: (1) measurement/diagnosis of student learning and individualized instruction, and (2) teaching reading and math and selection and use of materials. A structure for individualizing the experience for participants is described. Resource persons developed the following procedures for the workshop: viewing and discussion of a few relevant television lessons (selected for each cluster), formulation of individual written learning objectives by participants, discussion of the objectives with a resource person, and use of the objectives in planning special sessions. A summary of the television lessons used in each cluster and lists of some of the learning objectives formulated by participants are included in the report. An outline of the special session topics and learning experiences for each cluster is provided. A summary of the participant evaluation of the workshop concludes the report. Appended material (14 pages) includes: a roster of participants, instructions, staff, schedule, the Albany learning lab training package, a discussion guide for film: "The Sound of My Own Name," and the evaluation questionnaire. (LH)

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FINAL REPORT

ADULT BASIC EDUCATION TEACHER TRAINING IN MEASUREMENT/DIAGNOSIS OF LEARNING AND TEACHING READING AND MATH

By

David L. Boggs

July 14-25, 1975

THE OHIO STATE UNIVERSITY

The project herein was conducted by the College of Education, The Ohio State University in cooperation with the Ohio Department of Education, Division of Federal Assistance and supported by funds under ADULT BASIC EDUCATION of P. L. 91-230.
(Project Number 001 A 76 SD)

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TABLE OF CONTENTS

Introduction 1

The Process 4

The Content 6

Special Sessions 14

Evaluation 17

Appendices

A. Roster of Workshop Participants 21

B. Instructions, Staff, and Schedule 24

C. Albany Learning Lab Training Package 31

D. Discussion Guide: The Sound of My Own Name 33

E. Evaluation Instrument 34

Introduction

This workshop was offered by The Ohio State University in cooperation with The Ohio Department of Education, Division of Federal Assistance. The narrative of this workshop may be useful to others because it describes:

(1) a strategy for utilizing a valuable resource for teacher training- the television series, "Basic Education: Teaching the Adult;"

(2) a process for obtaining the individual objectives of participants and then utilizing these as the basis for planning; and

(3) several areas of skill and knowledge which ABE teachers identified as important in their work.

Early in the planning phase the decision was made to make use of the teacher training television series, "Basic Education: Teaching the Adult," produced by the Instructional Television Division of the Maryland Department Education. How many of the thirty videotapes within the series and in what manner they would be utilized were decisions made in consultation with resource persons enlisted to assit in implementing the instructional component of the workshop.

In order to plan the workshop on the basis of real needs adult basic education teachers in Ohio interested in attending were asked to indicate the three topics in which they had the most interest from the following choices:

Orientation to ABE and the ABE Learner _____

Teaching Skills in Reading _____, Math _____, Communications _____,

Methods and Materials in ABE _____

Recruitment, Retention, and Community Resources _____

Evaluation and Measurement _____

Counseling Adult Learners _____

Individualization of Instruction and Learning Centers _____

Other (specify) _____

The above list of ten topics was constructed from the content of the teacher training television series. Responses of the workshop applicants were diverse, but two clusters of content were identified as predominant. The clusters and the resource persons who provided leadership and assistance in relation to each were:

Cluster #1

Measurement/Diagnosis of Student Learning
Individualized Instruction

Karen Deichert: A.B.E. Specialist, Kentucky Department of Education
Mary Ann Miller, A.B.E. Coordinator, Muskingum Area Joint Vocational School
Patsy Patterson: A.B.E. Coordinator, Learning Laboratory, Cleveland

Cluster #2

Teaching Reading and Math
Selection and Use of Materials

Marguerite Crowley: Graduate Student in Adult Education, Ohio State University
John Hatfield: A.B.E. Staff Development Specialist
Fred Holcomb: Reading Specialist Ashland Joint Vocational School
Dorothy Liptrot: A.B.E. Teacher, Akro
Myron Maglott: A.B.E. Coordinator, Mansfield

David L. Boggs: Assistant Professor of Adult Education, Ohio State University

James Bina : Graduate Research Associate, Ohio State University

A structure was sought which would provide multiple routes to participants to attain their many individual objectives or reasons for attending the workshop. Among the models of individualizing instruction represented in Figure I (1, 4a) the workshop was most closely patterned after Model #4. It was assumed that there would be great diversity in the participants' experience and expertise as ABE teachers (multiple starting points) and in the objectives they would set for themselves within the workshop (multiple objectives). In practice participants objectives has several areas of commonality so that resource persons were able to accommodate several individuals at once by means of mini clinics on requested topics.

Figure 1

MODELS OF INDIVIDUALIZATION

Model #1: Self Pacing

All students begin at same point and have same objective. Material presented at speed with which student can pace himself. Time variation is only individualized portion.

Assumption: students differ on how slow (dull) and fast (bright) they are.

Model #2: Multiple Routes

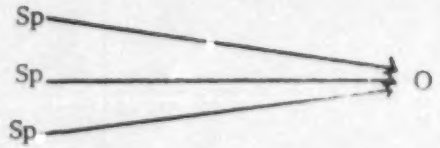
All students begin at same point and end at same objective but not everyone learns in same sequence, therefore, variety of materials is available.

Assumption: the sequence for learning content is unimportant

Model #3: Multiple Starting Points

Not all students motivated by same interests and concerns; however, objective remains the same.

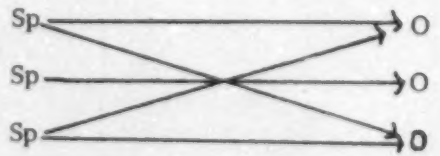
Assumption: motivation is the key difference between students



Model #4: Multiple Objectives

Combination of above models; recognizes that not all students have same interests and concerns; not all students learn in same sequence; not all students have same objective.

Assumption: in addition to the above, not all students are able to reach the same objective



The Process

In preparation for the workshop the resource persons for each of the two clusters of content previewed the relevant television lessons. The television lessons previewed and selected for use in relation to the content of Cluster #1 were:

#21 Individualization of Instruction and Learning Centers

#26 Evaluation and Measurement of Learning.

The lessons previewed and selected for Cluster #2 were:

#11 Diagnosing for Reading Placement

#12 Teaching Basic Reading: The Language-Experience Approach

#13 Teaching Word Recognition

#14 Teaching Reading Comprehension

A decision was made not to utilize the television lessons on teaching Math. The resource persons elected to hold a discussion with those participants interested in this area and assist them in the formulation of objectives in relation to teaching Math. Previewing the lessons allowed the resource persons to plan for the discussion session which would follow each television lesson and to anticipate some of the learning objectives which participants might formulate. For example, it was anticipated that lesson #26 would generate considerable discussion as well as some learning objectives concerning different methods of testing students. It would also stimulate interest in the skills needed to diagnose student progress and learning problems, and the function of writing prescriptions based upon the information obtained from diagnostic instruments.

In the workshop itself, after the lessons for Cluster #1, Measurement/Diagnosis of Student Learning and Individualizing Instruction, were viewed and discussed, participants were given time to formulate individual written learning objectives.

They were encouraged to be specific, to identify objectives which would be attainable and useful to them in their programs, and to indicate what evidence of attaining the objective they might be able to provide. Each participant was then required to discuss the objectives with a resource person to insure that they were clearly understood. These objectives were then used by the resource persons as the basis for planning mini clinics during this second week of the workshop.

The same process was followed with the lessons which corresponded with the content in Cluster #2, Teaching Reading and Math, and the Selection and Use of Materials in Adult Basic Education. Following the discussion of the television lessons for this cluster the participants formulated individual objectives. These were written down and discussed with resource persons who in turn used them as the basis for planning mini clinics in the second week.

The participants were frequently reminded that: 1) they should gather evidence of all activities undertaken to achieve an objective, and 2) their objectives could be modified as the workshop proceeded and new information and opportunities came to light. Grading for the workshop was done on the basis of the efforts participants made to identify objectives for themselves and make progress in attaining them. The final report submitted by each person in relation to his/her objectives consisted of a statement of the objectives, and the various activities undertaken to attain them. Where some product was involved such as constructing a game, or developing prescriptions, or critiquing materials, these products were included in the final reports submitted by the students to the instructor.

The Content

As indicated in the description of the process the television lessons served as: 1) a focal point for discussion and learning about substantive issues for ABE teachers, and 2) as a departure point for the participants to formulate their personal learning objectives. Following is an abstract of the television lessons used in each cluster to accomplish these purposes and some of the learning objectives which were formulated by participants.(2)

Cluster #1

LESSON #21	INDIVIDUALIZATION OF INSTRUCTION AND LEARNING CENTERS
MESSAGE:	Because people have different goals and learn at different speeds and in different styles, the ABE teacher needs to know varying strategies and steps in a plan of work that can provide for these individual differences either in a classroom or in a learning center.
OBJECTIVES:	1. Identify and describe at least three steps in creating and implementing a plan of work for implementing a plan of work for individualizing instruction. 2. Describe three strategies which can be used in a plan of work to provide for individual differences.
DEMONSTRATION:	Demonstration #1 (3:30) Illustrates a number of strategies used to individualize instruction.
LESSON # 26	EVALUATION AND MEASUREMENT OF LEARNING PROGRESS
MESSAGE:	It is important to know how effective a job you are doing as an ABE instructor so that you can continually adjust the ABE program to your learners' needs.
OBJECTIVES:	After viewing the telelesson, the teacher-viewer will: 1. Illustrate a system for a continual evaluation process in ABE.

2. List five devices which can be used by the learners in measuring their achievement of the objectives established at the beginning of the ABE program.

DEMONSTRATIONS: Demonstrations 1a and 1b

Illustrate the teacher's role in the planning stage of the evaluation process with ABE learners.

Cluster #1 Student Learning Objectives

Develop a model to follow for initial interview in the home of the ABE student since this is the most crucial stage in the learning process.

Develop some models for record keeping devices, noting skill developments, achievements.

Develop some models for prescriptions and learning activity packages.

Develop the skill of managing various learning styles and techniques within one classroom.

Examine the possibility of contract teaching in correctional environment.

Develop small group activities using readily available materials. (newspapers, tapes, magazines, etc.)

Develop skills in better utilization of teacher's aides.

Develop (or find out if one exists) an instrument that aids in providing an overall evaluation of the classroom program.

Demonstrate to the ABE teachers a checklist for informal entry assessment of ABE students. This is to be utilized in an orientation packet.

Develop a checklist of needed information for collecting needed data and recording necessary reports.

To be able to develop a process whereby the student would have a continuous ready reference of evaluation.

To be able to design an instrument for the direction of students in their work. The design should be flexible enough to allow for individualization and difference.

Develop a form with pertinent questions for the student to evaluate their progress periodically as an ongoing assessment.

Develop or obtain a self-evaluation checklist for the student to determine if they have obtained all of the life coping skills and performance skills.

Find methods and tests for establishing a student's potential so it can be determined if he is setting realistic goals in ABE and his future life.

Investigate methods of rewarding those students who will be unable to obtain a G.E.D. by awarding some other type of external degree.

Develop a reward system for our classroom to be given periodically for time in class, effort, and other achievements.

Develop an entrance test form for the ESL student and to use this as a method for prescription.

To work out a checklist or manner in which the student can evaluate himself maybe several times during the year. This could be formal or informal self-evaluation with a form of some sort to "guide" this evaluation. (specifically for ESL)

A comparison of several of the leading diagnostic tests - standardized.

Finding a test or procedure for diagnosing and identifying possible L.D. problems.

Develop certificates of accomplishment for students, including a certificate stating only attendance, one stating attendance and achievement.

Develop an entry form which includes the following information: basic student data, long term and short term goals of the students, information relevant for the Federal ABE report, other information which could facilitate prescription of materials.

To be able to construct a tool that will serve as an ongoing motivational self evaluation instrument for the students in my learning center.

To find a better way of interpreting test results so as to know better where to place new students.

To become aware of the California Test of Adult Basic Education and its uses as a diagnostic instrument in the program.

Cluster #2

LESSON #11 — DIAGNOSING FOR READING PLACEMENT

MESSAGE: To begin a program of reading, diagnosis, the teacher-planner must:

a. be able to identify steps in the reading process, and

b. be able to administer a device (such as the Informal Reading Inventory) to determine the nature and quality of a reader's achievement.

OBJECTIVES:

1. The viewer will list and describe the five steps in the process of reading for comprehension: (Determine purpose; Adjust rate to purpose; Read silently; Reason and think while reading silently; Prove and/or explain by oral re-reading, oral paraphrasing, or writing a statement.)

2. The viewer will list and describe three strategies for diagnosing reading achievement: (Standardized tests; The personal interview and observation of some directed reading activity; the Informal Reading Inventory).

3. The viewer will list the steps in administering an informal reading inventory as developed in the demonstrations and discussion: a) Set purpose and make predictions; b) Observe and assess the reading of words and/or paragraphs; c) Measure the extent of comprehension--through questioning; through the student's re-reading of portions of paragraphs to prove statements; and through the student's response to requests to define individual words in the paragraph(s).

DEMONSTRATIONS:

Demonstration #1 (4:30)

Illustrates administration of word recognition section of the Informal Reading Inventory.

Demonstration #2 (4:00)

Demonstrates the administration of the paragraph-reading section of the Informal Reading Inventory.

LESSON #12

TEACHING BASIC READING: THE LANGUAGE-EXPERIENCE APPROACH

MESSAGE:

The adult educator should begin with the language and experience of the learner to develop the basic reading skills.

OBJECTIVES:

1. The viewer will list and describe three steps in the development of a language-experience account a) Elicit ideas; b) Print account; c) Read account.

2. The viewer will list three basic reading skills and will describe how each can be developed through the use of the language-experience account. a) Perception skills; b) Word recognition skills; and c) Comprehension skills.

3. The viewer will list five everyday materials suitable for developing functional reading experiences.

DEMONSTRATIONS:

Demonstration #1 (3:50)

Shows the first steps in the process of developing a language-experience account.

LESSON # 13

TEACHING WORD RECOGNITION

MESSAGE:

As with all readers, the developing adult basic reader needs several strategies for attacking (decoding, saying) unknown words.

OBJECTIVES:

1. The viewer will list and describe three word attack strategies developed in the television lesson. (Context: context + beginning sound; context + beginning sound + structure.)

2. The viewer will rank the three strategies in the order in which they should be presented to adult students.

DEMONSTRATIONS:

Demonstration #1 (:20)

Illustrates - in capsule form - the problem caused by inadequate word attack skills.

Demonstration #2 (2:00)

Illustrates first two word-attack strategies in the sequence of three: context; and context + beginning sound.

Demonstration #3 (3:10)

Shows use of nonsense word games to motivate students to use word attack strategies.

LESSON # 14

TEACHING READING COMPREHENSION

MESSAGE:

As the ABE learner utilizes the skills of word attack, he needs to comprehend what he reads so he can judge critically what he reads.

OBJECTIVES:

1. The viewer will list and describe two types of reading comprehension skills.

2. Given the demonstration by Dr. Gilbert Schiffman, the guest authority, the viewer will list three (out of four) propaganda devices (Transfer effect;

connotations of words; card stacking; fact vs. opinion) and will cite an example of how critical reading can be applied to these propaganda devices.

DEMONSTRATIONS· Demonstration #1 (14:00)

Illustrates the application of critical thinking and critical reading skills to four common propaganda devices.

Cluster #2 Learning Objectives

To compile a list of reading and math materials that would (immediately?) help the adult learner who is concentrating on coping skills and survival tasks.

To devise a basic reading program (procedure and materials) for the non-reading adult.

To develop an ongoing reading program for the intermediate to advanced ABE learner.

Investigate techniques and methods to individualize the reading program for non-readers and other students with specific individual reading problems.

Devise a list of "coping skills" involving math. e.g. check writing and balancing
income tax reporting
estimating grocery bills
comparison shopping for prices.

Write prescriptions in reading and math based on different learning styles and utilizing various materials.

I would like to know some good reading, english, and math assessment inventories that indicate what an ABE student should work on to gain proficiency in the area of reading, english, and math. I am also interested in post tests to indicate a measure of progress. (1) use of EDL machines, (2) phonics test for teacher, (3) reading games.

Develop methods of teaching step-by-step processes involved in thinking through and working word problems in math.

Develop or obtain a very quick test to be used by the student upon entry into the program to determine word comprehension level.

Learn how to administer and use the results of the Peabody non-verbal I.Q. test to determine the potential of adult non-readers.

Take the Columbia phonics test for teachers to determine my needs as a reading teacher.

Develop or obtain ways of leading a student into the stage where he is ready to begin critical reading and making inferences for understanding and comprehension.

To develop for our ESL classes an annotated bibliography of materials to use for specific individually diagnosed reading-learning problems.

To learn, after having diagnosed the student's level (problems), how to make prescriptions to help to student develop a realistic approach to learning English (ESL), reading and/or conversational techniques for English as a second language.

I would like to discover or develop a system of cataloging certain ABE materials according to reading or computational level.

I would like to obtain the materials and become familiar with the methods of D. L. Edwards, "Power Phonics."

Prescriptions in reading for students with different learning styles.

Procedures for dealing with specific reading problems.

To develop a reading prescription instrument based on different learning styles and utilizing materials for teachers to use in choice of materials teaching styles.

Making up and administering an informal reading test.

Become more familiar with the three major steps in word attack.

A list of publishers or titles of reading materials for adults suited to lower reading levels.

To develop cards for student use which explain simple rules for structural and phonetic analysis.

To develop my own reading comprehension test.

To learn how to effectively utilize "cognitive mapping" in the ABE reading lab.

To develop a non-threatening system of diagnosing ABE students in terms of the following: grade levels, learning disabilities and physical handicaps, preference for learning styles (visual/auditory), group instruction and/or individualized instruction.

To develop a Level I reading kit based on everday experiences and needs.

To analyze our math materials and develop a bibliography of exercises which would help to develop specific skills or to correct problem areas.

Write a graded informal Reading Inventory for grade levels 2 - 8.

Finally there were several objectives that seemed to transcend the previous two cluster areas but which constituted very real needs for the students who formulated them. Some of these were as follows:

To become familiar with materials and identify those materials that pertain to specific learning disabilities.

To become familiar with and able to construct an instrument that will identify which media to best use for each student. (Learn by sight or ear)

In picture form, I would like to set up a learning center that would be adaptable to our Adult ABE program.

For the purpose of diagnosis, I would like to illustrate, by use of a former student, the problems of this adult and what plan of study I would use for him. I would like to plan an example daily assignment sheet for a period of five days.

It is my objective to individualize our program more so it will be more effective.

During this workshop I hope to study how to provide English as a second language and coping skills for the Vietnamese refugee.

Develop a list of good workable games for the teaching of reading and math to adult LD students and beginners.

Special Sessions

To assist participants in the completion of their Cluster #1 learning objectives resource persons conducted mini clinics on the following topics:

- Testing and diagnosis with such instruments as the California Test of Adult Basic Education and the Adult Basic Learning Examination
- Developing prescriptions and the problems related to prescription writing
- Learning lab management
- Initial interviewing techniques
- Procedures for assessing student progress
- Recognition programs
- Identification of Learning Disabilities
- Coping skills in relation to adult performance levels
- Program evaluation
- Record keeping: procedures and possible uses.

Mini clinics conducted to assist participants in the completion of their Cluster #2 learning objectives were:

- Placement tests including the Wide Range Achievement Test, and the Durell Listening/Reading Test, and Informal Reading Inventories
- Uses of the Peabody Non-Verbal I.Q. test
- Possible uses of math word problems
- Sharing ideas and resources for coping skills
- Selection of materials and methods appropriate for various learning styles (cognitive style mapping)
- Phonics test for teachers
- Word attack skills
- Reading comprehension

- The metric system
- Individual problems with cognitive style mapping

In order to have the space and time to examine and discuss various samples of materials on display the worshop moved to the School Management Institute in Westerville, Ohio where two full days were devoted to this purpose. Each participant received a copy of A. B. E. Curriculum Resource Materials Guide compiled by John Hatfield which was used as a basis for a presentation on the criteria for the selection of materials. Included in the Guide is a selection of articles on the uses of readability formulae. The participants also heard a presentation on the findings of the "Adult Performance Level" study and its possible implications for A.B.E.

Other special sessions included presentations by members of the Ohio Department of Education, Division of Federal Assistance. Mr. James Miller discussed the present status of adult basic educatinn in Ohio, and Mr. George Travis explained the concepts and terminology involved in "Cognitive Style Mapping." Mr. Myron Maglott conducted a session on the selection of materials and methods to correspond with learners' cognitive styles.

Each participant was expected to function as a self-directed inquiring learner and to give evidence of same through participation in any number of optional learning experiences. Among these were:

1. Viewing and discussing "The Learning Society:" 20 minute color film.
2. Viewing and discussing "The Sound of My Own Name:" 28 minute color film on A.B.E.
3. Viewing video tapes on "The Adult Learning Center" and completing one or more of the task statements.
4. Using the University's library resources to study selected topics.
5. Meeting with faculty to explore ways to acquire further learning in such areas as ESL and Learning Disabilities.

What in this workshop did you find to be rewarding, satisfying, or helpful?

-the visit to SMI

-many positive comments on the Cognitive Mapping Presentation

-testing and evaluation

-opportunity for private structure

-coping skills

-many positive comments about group discussions, students felt they learned much about ABE problem situations from other participants in the workshop and their experiences

-the freedom to pick and choose which sessions to attend

-the reading sessions

-chance to write their own objectives

What in this workshop did you find to be confusing, frustrating, or unnecessary?

-the heat! (many felt this retarded their participation and enthusiasm)

-WRAT tests was covered too many times

-would have liked more time to get to know other participants ("socialize")

-going over the forms in detail was a "drag"

-testing presentation

-Albany tapes

-needed an opportunity to use the resources at OSU during the day

-needed more time on reading skills

-lack of choice regarding some mini-sessions.

Evaluation

A questionnaire was used at the conclusion of the workshop to garner participants' positive and negative reactions. In addition, several modifications in both content and structure were made on the recommendations of staff and students as the workshop proceeded.

Requiring written objectives for each cluster area proved to be both the most troublesome as well as the most porductive activity. The difficulties for students consisted in: 1) formulating clear and precise objectives which could be attained within the two-week period; 2) compiling evidence of having attained an objective; and 3) in basing objectives on a self-assessment of persoral needs.

On the positive side individual written objectives: 1) helped to focus and direct individuals' thinking and efforts; 2) intensified personal involvement and application; and 3) directed the planning of staff in preparing mini clinics.

Concerning the videotapes from the teacher training television series comments about their use followed by discussion were mostly positive. They proved to be an effective device for framing the various topics in a forceful way. Some of the negative comments were that subject matter and settings were too idealistic leaving the viewer to make practical applications. A summary of the evaluation follows.

Indicate strengths of the workshop regarding:

Choice of Content Areas

good, broad areas

tests, & testing - good

generally accepted as problems of all ABE teachers

interest high in SMI center

particularly interested in math programs

good idea to use two cluster areas

Requiring Written Objectives

directed thought patterns

good method

explanation of how to write and achieve objectives was clear

directed the organization of the workshop

measured participation

identified interest areas of the individual

written objectives reinforce learning

21

Indicate weaknesses regarding:

Choice of Content Areas

More concentration in fewer areas

record keeping, organizing labs, and interviewing should be more optional

needed more access to the library

more emphasis on coping skills

like to see L.D. discussed by one expert

Requiring Written Objectives

somewhat vague regarding requirements

should have limitied choices to force better grouping

more time for Cluster #2

Clusters were too spread out

not clear how to show evidence of accomplishment

tasks not clearly defined - confusing because some students did not understand objectives enough to write them

Concerning the contributions of resource persons:

Strengths	Weaknesses
good-variety of materials	occasionally needed more structured presentations
cognitive mapping and testing presentations were excellent	some were quite limited
all were well prepared and valuable	some not receptive to questions and others opinions
resource people showed evidence of willingness to help	needed more time to spend with them
most were receptive to differing opinions	too much lecture, needed more active student participation
	not generally expert -some have been at so many workshops that they are repetitive

Concerning the use of personal objectives as basis for planning of second week:

Strengths	Weaknesses
excellent -each worked on what they felt they needed	should have been more limited in choices
appreciated the opportunity to choose own areas of interest	the two weeks could have been more evenly allocated
perfect !!	needed more concrete examples-sooner
something teachers could use when they go back to work	decreased depth of investigation in some areas
caused students to be their own motivators	somewhat unsuccessful
excellent way to consider the needs of each participant	needed more guidance
	personal objectives are too broad

FOOTNOTES

1. "Individualizing Instruction:" Unpublished Workshop Report, Center for Adult Education: Temple University, July 15, 1973. Editors: David L. Boggs, Meredyth A. Scott, and Robert E. Snyder.

2. Synopsis of television series, "Basic Education: Teaching the Adult," prepared by the Instructional Television Division of the Maryland Department of Education.

Appendices

Appendix A

1975 Adult Basic Education Workshop Participants

NAME	HOME ADDRESS	POSITION	EMPLOYER
Bapst, Janet R.	Route 1 Box 186 Beaver, Ohio 45613	Aide	Scioto Valley
Beer, Richard G.	20 Geary Road Mansfield, Ohio 44906	Teacher	O S.R. Mansfield
Clinger, Margie M.	3616 N. Mary Lou Lane Mansfield , Ohio 44906	Aide	Mansfield
M Marguerite Crowley	2209 Neil Avenue Columbus, Ohio 43201	Graduate Student	Ohio State University
Cutlitp, Marietta D.	Box 57 Wakefield, Ohio 45678	Aide	Scioto Valley
DiIorio, Orthetta B.	3459 Clover Drive Brunswick, Ohio 44212	Teacher	Medina
Dovenbarger, Edna I.	3755 Meadowbrook Drive Zanesville, Ohio 43701	Aide	MAJVS
East, Joanne M.	6041 Gillingham Drive Sylvania, Ohio 43560	Coordinator	Sylvania
Green, Lawrence A.	P. O. Box 641 Jackson, Ohio 45640	Teacher	Teucumseh
Hansen, Barbara B.	Sundale Road Norwich, Ohio 43767	Teacher	Muskingum JVS

NAME	HOME ADDRESS	POSITION	EMPLOYER
Hawkins, Phyllis L.	R.R. #1 Bellefontaine, Ohio 43311	Teacher	Bellefontaine
Hill, Mary F.	690 King Street Mansfield, Ohio 44906	Aide	Mansfield
Hoffman, Thomas K.	535 College Avenue Fostoria, Ohio 44830	Teacher	Fostoria
Jordan, Marcella M.	Box 18 Route 2 South Webster, Ohio 45682	Aide	Bloom
Kalkreuth, Thomas	Meadow Lane Place E. Ridge Road Van Wert, Ohio 45891	Teacher	Van Wert
Kern, Mary F.	606 Washington Square Marietta, Ohio 45750	Teacher	Marietta
King, Bari H.	610-C Fourth Street Bowling Green, Ohio 43402	Teacher	Clyde
Levering, Goorley N.	R.R. #1 Edison, Ohio 43320	Teacher	Marion City
Maglott, Myron P.	540 Harter Avenue Mansfield, Ohio 44907	Coordinator	Mansfield City
Marino, Deborah A.	151 Carriage Drive #103 Chagrin Falls, Ohio 44022	Teacher	Willoughby-Eastlake
Mays, Sam C.	P.O. Box 15022 Cincinnati, Ohio 45215	Coordinator	Princeton
Neumann, Don L.	1521 Bethlehem Road West Marion, Ohio 43302	Coordinator	Marion City
Opp, Glen L.	104 South Main Rawson, Ohio 45681	Coordinator	Fostoria

NAME	HOME ADDRESS	POSITION	EMPLOYER
Phillips, Gary L.	368 Townhouse Drive Grove City, Ohio 43123	Coordinator	Southwestern
Riegel, Carl	948 Vine Street Clyde, Ohio 43410	Teacher	Clyde
Scott, Judith	961 Ruby Avenue Columbus, Ohio 43227	Graduate Student	Ohio State University
Swogger, Richard L.	110 East Straub Road Mansfield, Ohio 44907	Teacher	O.S.R. Mansfield
Waddell, Jean L.	Route 1 Box 311 Franklin Furnace, Ohio 45629	Aide	Bloom
Wallace, John E.	5804 Monfort Hills Cincinnati, Ohio 45239	Teacher	Cincinnati
Whitmore, Betty L.	1037 Northview Drive	Coordinator	Wayne County JVS

27

Appendix B

INSTRUCTIONS, STAFF, AND SCHEDULE FOR TEACHERS' WORKSHOP IN ADULT BASIC EDUCATION

ED VO-TEC 692.33

July 14-25, 1975

Offered by the Ohio State University in Cooperation with the Ohio Department of Education, Division of Federal Assistance

Project Number: 001 A 76 SD

INTRODUCTION

Planning for this workshop has been predicated on an assumption that mature individuals learn best in educational situations where students and instructors have a mutual responsibility for diagnosing learning needs, setting objectives, planning, conducting, and evaluating learning activities.

Therefore, we have diagnosed your needs, but not too firmly; we have made some plans, but not too many; we have arranged learning activities, but with room for more.

On the basis of your responses on the workshop application, two clusters of content have been identified for your study. The individuals listed below each cluster will be providing us with leadership and assistance. They are eager to be of help.

Cluster #1

Measurement/diagnosis of student learning
Individualizing Instruction

Karen Deichert: A.B.E. Specialist, Kentucky Department of Education
Mary Ann Miller: A.B.E. Coordinator, Muskingum Area JVS
Patsy Patterson: A.B.E. Coordinator, Learning Laboratory, Cleveland

Cluster #2

Teaching reading and math
Selection and use of materials

Marguerite Crowley: Graduate Student in Adult Education, O.S.U.
John Hatfield: A.B.E. Staff Development Specialist
Fred Holcomb: Reading Specialist, Ashland JVS
Dorothy Liptrot: Reading Specialist, Akron
Myron Maglott: A.B.E. Coordinator, Mansfield

David L. Boggs: Assistant Professor of Adult Education

Workshop Requirements

A. Each participant is expected to function as a self-directed, inquiring learner and to give evidence of same by participating in optional sessions. Examples of evidence of optional self-directed learning includes:

1. Written critique of Last Gamble on Education by Mezirow, et al.
2. Written critique of A.B.E. Curriculum Resource Materials Guide by John Hatfield.
3. Viewing and discussion of The Learning Society: 20 minute color film.
4. Attendance at presentation by George Travis on Cognitive Mapping: Individualizing Instruction on the Basis of Differing Learning Styles.
5. Viewing and discussion of The Sound of My Own Name: 28 minute color film on A.B.E.
6. Viewing video tapes on The Adult Learning Center and completion of one or more task statements.

B. Each participant is to write at least one learning objective in each of the two cluster areas. The objectives you write will be used as the basis for planning "mini clinics" or learning activities in the second week of the workshops.

1. Objectives should be practical and attainable in a two week period.
2. Objectives for cluster #1 should be discussed with and handed in to myself or a resource person by 12:00 p.m., Tuesday, July 15.
3. Objectives for cluster #2 should be discussed with and handed in to myself or a resource person by 4:00 p.m., Wednesday, July 16.
4. Participants are required to provide written and oral evidence of completed objectives on Friday morning, July 25.

Grades

Participants in this workshop will receive a letter grade. Grading will be based upon evidence of effort and the completion of learning objectives. The presumption, in your favor, is that you will utilize the learning opportunities available to you.

SCHEDULE

Monday, July 14

Room

8:30 Orientation, Instructions, Announcements — Welding Engineering, Room 213

9:30 Introduction to Videotapes
Cluster #1: Measurement/Diagnosis of Learning Ability

Individualization of Instruction and Learning Centers: Tape 21

10:30 - 10:45 BREAK

10:45 - 12:00 Small Group Discussions

Myron Maglott*	Karen Deichert*	Mary Ann Miller	Patsy Patterson
Deborah Marino	Janet Bapst	Richard Beer	Marietta Cutlip
Sam Mays	Margie Clinger	Marguerite Crowley	Edna Dovenbarger
Don Neumann	Joanne East	Ortheta DiIorio	Lawrence Green
Glen Opp	Barbara Hansen	Phyllis Hawkins	Mary Hill
Gary Phillips	Thomas Hoffman	Marcella Jordan	Thomas Kalkreuth
Bari King	Mary Kern	Carl Riegel	Goorley Levering
Richard Swogger	Judith Scott	Betty Whitmore	Linda Whitney
Jean Waddell	John Wallace		

*meet in room 223

12:00 - 1:00 LUNCH

1:00 - 1:30 Mr. James Miller, Ohio Department of Education
Assistant Director, Division of Federal Assistance

1:30 - 2:00 Evaluation and Measurement of Learning Progress: Tape 26

2:00 - 2:15 BREAK

2:15 - 3:30 Small Group Discussions and Large Group Report
Same groups as morning session

Tuesday, July 15

Room

8:30 - 10:00 Panel of Resource Persons: The Function of Measurement, Diagnosis, and Individualizing. — Welding Engineering Room 213

10:00 - 11:30 Identification of Personal Objectives and Consultation with Resource Persons

11:30 - 12:30 LUNCH

12:30 - 1:00 Cluster #2: Teaching Reading and Math
Diagnosing for Reading Placement: Tape 11

1:00 - 2:00 Small Group Discussions

Fred Holcomb and Marguerite Crowley*		Dorothy Liptrot and Myron Maglott	
Deborah Marino	Janet Bapst	Richard Beer	Marietta Cutlip
Sam Mays	Margie Clinger	Ortheta DiIorio	Edna Dovenbarger
Don Neumann	Joanne East	Phyllis Hawkins	Lawrence Green
Glen Opp	Barbara Hansen	Marcella Jordan	Mary Hill
Gary Phillips	Thomas Hoffman	Carl Riegel	Thomas Kalkreuth
Bari King	Mary Kern	Judith Scott	Goorley Levering
Richard Swogger	John Wallace	Betty Whitmore	Linda Whitney
Jean Waddell			

*meet in room 223

2:00 - 2:30 Teaching Basic Reading: Tape 12

2:30 - 3:30 Small Group Discussions

Wednesday, July 16

Room

8:30 - 9:00 Teaching Word Recognition: Tape 13

9:00 - 10:00 Small Group Discussions — Welding Engineering, Room 213

Fred Holcomb*	Dorothy Liptrot	Myron Maglott and Marguerite Crowley
(same group as on Tuesday)	(same group as on Tuesday)	Persons interested in teaching math

*meet in room 223

10:00 - 10:15 BREAK

Wednesday, July 16 - (continued)

10:15 - 10:45	Teaching Reading Comprehension: Tape 14
10:45 - 12:00	Continuation of Small Group Discussions
12:00 - 1:00	LUNCH
1:00 - 2:00	Panel of Resource Persons: Effective Techniques in Teaching Reading and Math
2:00 - 3:30	Identification of Personal Objectives and Consultation with Resource Persons
6:30	The Learning Society: 20 minute color film

Thursday, July 17

9:00	Arrive at School Management Institute 750 Brooksedge Avenue Westerville, Ohio
9:00 - 3:30	John Hatfield: Selection and Utilization of A.B.E. Materials

Friday, July 18

9:00 - 3:00	School Management Institute John Hatfield: A.B.E. Materials

Monday, July 21

GENERAL INSTRUCTIONS

Learning sessions of approximately 1 to 1½ hours will be planned by our resource persons to assit you in attaining your objectives. In addition, other resources are available. Equipment will be available for viewing other video tapes in the Maryland series. See Table of Contents for listing of other lessons. Equipment is also available for viewing the Albany Learning Lab tapes. See appendix C for listing of contents.

8:30 - 11:30	Testing and Diagnosis (Entire Group)	Room 213
11:30 - 1:30	LUNCH	
1:30 - 3:30	Developing a Prescription (Entire Group) 1:00 - 1:45 Small Group Problem Solving Activity 1:45 - 2:00 BREAK 2:00 - 2:45 Small Group Problem Solving Activity 2:45 - 3:30 Discussion (Entire Group)	Room 213
6:30 p.m.	Film: Sound of My Own Name	Drakett Tower Basement

Tuesday, July 22		
8:30 - 9:30	Mini Clinics - Learning Lab Management - Initial Interview - Assessment of student progress	 Room 223 Room 213 Room 212
10:45 - 11:30	Mini Clinics - Recognition Programs - Learning Disabilities (Identification of) - (or meet with consultants on special problems)	 Room 223 Room 213 Room 212
11:30 - 1:00	LUNCH	
1:00 - 2:00	Mini Clinics - APL/Coping Skills - Program Evaluation	 Room 223 Room 213
2:00 - 2:15	BREAK	
2:15 - 3:30	Record Keeping (Entire Group) Summary	Room 213
Wednesday, July 23		
8:30 - 11:30	Placement Tests (Entire Group)	Room 213
11:30 - 1:00	LUNCH	
1:00 - 2:00	Mini Clinics 1. Peabody Test 2. Math Word Problems - Coping Skills	 Room 213 Room 223
2:00 - 2:15	BREAK	
2:15 - 3:15	Mini Clinics - same as above	
6:30 p.m.	George Travis: Cognitive Mapping	Drakett Tower Basement
Thursday, July 24		
8:30 - 11:00	Selection of Materials and Methods to Match Learning Styles (Entire Group)	Room 213
11:00 - 11:30	Phonics Test (Entire Group)	
11:30 - 1:00	LUNCH	

Thursday, July 24 (continued)

1:00 - 2:00	Mini Clinics	
	1. Word Attack Skills	Room 213
	2. Reading Comprehension	Room 212
	3. Metric System	Room 223
	4. Cognitive Mapping: Individual Problems	
2:00 - 2:15	BREAK	
2:15 - 3:15	Mini Clinics - same as above	

Friday, July 25

9:00 - 11:30	Individual Sessions with Instructor on Completed Plans of Study

Appendix C

ALBANY LEARNING LAB TRAINING PACKAGE

Inventory of Written Practice Materials

Video-tape		
#1	Overview	No written materials
#2	Portrait of a Lab Specialist	No written materials
#3	Portrait of a Student	Task Statement Student Information Sheet
#4a	Initial Testing Part 1	Easier Reading Locator Harder Reading Locator Slosson's Graded Word List Achievement Test List How-to-Test Chart Reading Locator Guide
#4b	Initial Testing Part 2	Task Statement Math Locator for Student A Math Locator for Student B Math Locator for Student C
#5a	Diagnosis Part 1	Commercial Diagnostic Tests
#5b	Diagnosis Part 2	Task Statement Student Information Sheet Reading Diagnosis Process Chart Math Diagnosis Process Chart Diagnosis Test Results (Student 2) Diagnosis Test Results (Student 3) Diagnostic Math Tests #8 and #9 (Student 2) Durrell Analysis of Reading Difficulty (Student 3) Diagnostic Profile (2 sheets)
#6	Materials	Materials Bibliography
#7a	Prescription Part 1	No written materials
#7b	Prescription Part 2	Task Statement Prescription Sheet (2)
#8	Instruction	No written materials

Appendix C

Inventory of Written Practice Materials

Video-tape		
#9	Evaluation	Task Statement Evaluation Model Diagnosis Test Results (Student 2) Diagnosis Test Results (Student 3) Activity Synopsis Sheet (Student 2) Activity Synopsis Sheet (Student 3)
#10	Laboratory Logistics and Maintenance	Sample Budget Explanation Sample Budget A Sample Budget B Sample Budget C Major Expenditure Items for a Learning Lab Operation Lab Layout Diagram Time Sheet Prescription Sheet Activity Sheet Data Card Test Folder Information Sheet Materials Rating Sheet Personnel Qualifications - Lab Specialist Personnel Qualifications - Clerk Aide

Appendix D

THE SOUND OF MY OWN NAME

As you will see in this film, adult education has an impact that goes beyond the acquisition of skills, the "3 R's." The film tells the story of adult education in terms of its impact on the lives of several individuals of widely varying backgrounds in different parts of the country. The central characters are:

Roberta, a 33 year old black woman enrolled in a large and comprehensive ABE center in a northeastern city.

Beverly, a 37 year old mother of eight living in Appalachia. She is studying on a one-to-one basis with Janet, a traveling instructor who also grew up in the hill country.

Buford and Nola Thornton, who live in northeast Kansas. They have enrolled together in a high school equivalency program.

Wendeslao Gonzalez, who is enrolled in an English as a Second Language class at the factory where he works in New Jersey.

Discussion Questions

1. What is Adult Basic Education (ABE)?
2. Are there other forms of Adult Education besides Basic Education?
3. Who are the students in ABE classes?
4. How is the challenge of educating adults different from regular schooling of youth?
5. What variety of ways is instruction organized?
6. What can ABE do for your community?
7. What can your community do for ABE?
8. Where do ABE programs go from here?

Appendix E

EVALUATION
Ed-Votec 692.33
Teachers Workshop in Adult Basic Education
Summer, 1975

PLEASE EXPRESS YOUR OPINIONS IN DETAIL.

1. Indicate strengths of the workshop regarding:

   a. Choice of content areas.

   b. Requiring written objectives for each cluster area.

   c. Using personal objectives as basis for planning of second week.

   d. Contribution of resource persons.

2. Indicate weakness of the workshop regarding:

   a. Choice of content areas.

   b. Requiring written objectives for each cluster area.

   c. Using personal objectives as basis for planning second week.

   d. Contribution of resource persons.

3. What do think of the videotapes and the way they were used?

4. What in this workshop did you find to be rewarding, satisfying, or helpful?

5. What in this workshop did you find to be confusing, frustrating, or unneccessary?

6. Recommendations for future workshops concerning content, organization, timing, etc.